



## THE INFLUENCE OF TEACHING METHOD, EMOTIONAL INTELLIGENCE AND ADVERSITY INTELLIGENCE OF STUDENTS LEARNING OUTCOME VIDEOGRAPHY

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### *Abstract*

*This research used experimental method. The sampling technique used cluster random sampling. The sample of this research is 120 students that distinguished on students who have high emotional intelligence and climber type adversity intelligence, high emotional intelligence and quitter type adversity intelligence, low emotional intelligence and have climber adversity type and low emotional intelligence and have quitter type adversity intelligence. The result of try out the instrument show that the reliability of research instrument are follows: the instrument of learning result of videography of 0.918, the instrument of emotional intelligence dimension I of 0.879, dimension II of 0.805. 1 dimensional instrument of 0.850, II of 0.350, III of 0.742 and IV of 0.717. Analysis of the data used two lane ANAVA 2X2X2. The results of this research are as follows: (1) The learning approach influences the learning outcomes of videography. (2) Emotional intelligence affects the learning outcomes of videography. (3) Adversity intelligence affects the learning outcomes of videography. (4) There is an interaction effect between learning approach and emotional intelligence on learning result of videography. (5) There is interaction influence of learning approach and adversity intelligence to learning result of videography. (6) There is no influence of emotional intelligence interaction and adversity intelligence on learning result of videography. (7) There is an interaction effect of learning approach, emotional intelligence, and adversity intelligence to learning result of videography.*

**Keywords:** *Emotional Intelligence, Adversity Intelligence, Videography*

In order to achieve the functions and objectives of national education, it needs to be supported by facilities and infrastructure of complete and adequate education such as the availability of learning tools and teachers. The availability of facilities and

infrastructures that support intended for education can be implemented properly so that the learning objectives can be achieved optimally.

By the appearing of globalization era at the end of the second millennium it has opened the society's insight and awareness with a number of expectations as well as anxiety. These hopes arise because of improvements in the quality of life and life on the one hand as a result of the mastery of science and technology (IPTEK) and information and technology (INFOTEK), and on the other hand there are also anxieties. The development of information technology and communications technology provides a huge contribution to the advancement and development of the television media industry. Television media in relation to present the event that can meet the needs of viewers, at this time requires the format of television shows in which there are elements of education, lighting, entertainment, and promotion. Television was once known by the public as a media of course, events that convey information. Along with the development of television finally undergone many changes. The world of broadcasting techniques is a world that always attracts attention for the public. Martin Esslin said that the current era as the age of television, television has become a magic box that drugged the inhabitants of rickety community shacks in the third world.

By so many emerging new television stations, it is not followed by the availability of qualified human resources and have integrity in the field that they geluti. Ada many institutions and media that print people with sufficient knowledge of theory in the field of broadcasting theory, but more often things this is not matched by the ability in the field of expertise in the sector. To produce skilled and qualified human resources capable of handling various work challenges and able to seize the existing job opportunities, the ability in videography expertise to produce a good cameraman in the field of broadcasting technique is not easy. The results of observations conducted by researchers at Vocational High School (SMK) Kebangsaan, located in the area of South Tangerang City, for the value of videography subjects (Applying Image Taking technique) class XI semester I 2014-2015 academic year, found 70% of students have value in under 7.0 or below KKM and standard grade increase grade. From the data is a problem that must be looked for way out, especially by videography teachers as tutors videography subjects.

Emotional intelligence at the moment is of particular concern to educational experts and practitioners, since emotional intelligence is also believed to be one of the internal factors that influence students' success in learning, in addition to IQ. Differences in the level of emotional intelligence of students, believed to greatly affect the differences of students in how to solve problems in learning, especially those concerning problems in self-control, spirit, persistence, and ability to motivate yourself. Can be said that the level of emotional intelligence of students dominant influence on the condition of students in learning.

Catalina (1992: 381) states that learning is a process of adding behavior to the ability of organisms that cause changes in behavior that is relatively permanent. Klein (1996: 2) said learning is a process of experience that results in a relatively permanent change in behavior, and this process is not due to temporary changes in maturity, or the tendency of a congenital response. Briggs (1979: 149) learning outcomes or better known as Learning Out Comes is all the skills and results achieved through the process of teaching and learning in schools expressed with the figures or values that are measured by the test results of learning.

Mayer in Harry's book (2001: 33) defines emotional intelligence as a group of mental abilities that helps you recognize and understand your feelings and the feelings of

others, leading to the ability to manage your feelings. There are two sides of emotional intelligence that requires your intelligence to understand emotions, and requires your emotional mind to add creativity and intuition to your logical mind. Goleman (1995: 214) Emotional intelligence is the ability of a person to manage his emotional life with intelligence (to manage our emotional life with intelligence); maintain the emotional appropriateness of emotion and its expression through self-awareness, self-motivation, empathy, and social skills. If the individual has a high emotional intelligence, it will give birth to high social sensitivity, and have the ability to adjust in all forms of conditions.

According to Awater (1993:92), verbal expression is important in emotional control. Through a healthy verbal expression, the individual becomes more clear of the emotions he experiences and is more able to control them.

Ronnie (2006: 215) that Adversity Quotient in the world of education will make students have and develop endurance and tenacity in terms of conveying meaningful and purposeful knowledge.

Stoltz (2006: 192) Adversity Quotient (Adversity Quotient) is an important role in supporting one's success. According to Paul in Ronnie, the intelligence of barriers can be transformed into opportunities, because this intelligence is the determinant of how far one can survive in the face and overcome difficulties.

## **METHOD**

This research was conducted on the students of class XI competence of Multimedia expertise in SMK Kebangsaan, Tangerang Selatan, the time was held in the semester of the 2016-2017 academic year. Phases of implementation in this study lasted for 4 months. The research method is used in this research is experimental method. The sampling technique that will be used in this research is Cluster Sampling which is technique of selecting a sample from groups of small units, or cluster. The population of the cluster is a subpopulation of the total population. The elements in the cluster are not homogeneous, which is different from the elementary units in the strata. Each cluster has a heterogeneous member resembling its own population.

### **Videography Study Resul Instrument**

#### **a. Conceptual Definition**

The result of learning videography is the process of learning to operate a video camera to produce images or visuals are good and true.

#### **b. Operational Definition**

The results of videography learning are scores obtained through multiple choice questions made by the teacher tested on the sample, so that the learning result of videography, based on the memory, the understanding and the application used as a measure of the success of videography learning.

#### **c. The Grating of **Videography Study Resul Instrument****

Instrument of variables of learning result of videography is done by arranging the test related to the subject matter that is on the competence of basic technic taking the drawing and the basic competence sub that is: Camera Movement, Shot Type,

Camera Taking Angle and Composition by measuring cognitive aspect of student at Memory level (C1), (C2), and Applications (C3).

### **Emotional Intellectual Instrument**

#### **a. Definition of Emotional Intellectual Conceptual**

Instrument of variables of learning result of videography is done by arranging the test related to the subject matter that is on the competence of basic technic taking the drawing and the basic competence sub that is: Camera Movement, Shot Type, Camera Taking Angle and Composition by measuring cognitive aspect of student at Memory level (C1), (C2), and Applications (C3).

#### **b. Definition of Operational Intellectual Conceptual**

Emotional intelligence in this study is the score of emotional intelligence obtained by students measured by using the Likert Scale with the number of items 40 and the score used starts from 5 (five) to 1 (one) based on the gradation of the answer, and vice versa for the negative statement given a score of 1 (one) to 5 (five). Thus from 40 points of expression in the instrument of emotional intelligence, has a range of theoretical scores between 40 to 200. Measurement is the process of quantifying an attribute. The expected measurements will yield valid data must be done systematically.

### **Adversity Intellectual Instrument**

#### **a. Conceptual Definition**

Intelligence Adversity of students is the ability of students to survive in the face and overcome difficulties, when carrying out duties and responsibilities, can even change the barriers into opportunities in guiding the success of its performance, the dimensions are Control, Confession (Origin), Restrictions (Reach) Reach, Endurance.

#### **b. Operational Definition**

Adversity Intelligence in this research is score of Adversity Intelligence obtained by student which measured by using Likert Scale with number of item 44 and score that used starting from 5 (five) until 1 (one) based on gradation of answer, and vice versa for negative statement given a score of 1 (one) to 5 (five). Thus from 44 points of expression in the instrument of Adversity Intelligence, has a range of theoretical scores between 44 to 220.

#### **c. The grating of Adversity Intellectual**

Adversity Intelligence in this research is score of Adversity Intelligence obtained by student which measured by using Likert Scale with number of item 44 and score that used starting from 5 (five) until 1 (one) based on gradation of answer, and vice versa for negative statement given a score of 1 (one) to 5 (five). Thus from 44 points of expression in the instrument of Adversity Intelligence, it has a range of theoretical scores between 44 and 220. Based on the dimensions and indicators, a lattice of tactical instrument is created with the intention to give an

idea of the spreading of the question items according to the indicators has been determined. The Grid of Adversity Intelligence in the learning process as follows:

1. *Self Control*
2. The acknowledging of feeling mistake (*Origin*)
3. The Limitation of Difficulty Reach (*Reach*)
4. Defense (*Endurance*)

## RESULT AND DISCUSSION

Scores of videography learning outcomes of 15 respondents who had high emotional intelligence (Type Climber) and high adversity intelligence taught by using Discovery approach, obtained the lowest score 83 and the highest score 100. score range 17, average score (mean) of 92.47 deviants standard 5.13, mode 93, median 93, variant 26.27, and total score 1387. Students who have high emotional intelligence and high adversity intelligence (Type Climber) taught by using demonstration approach, obtained the lowest score 73 and the highest score 90. score range 17 , mean score (mean) of 82 standard deviations 6.48, mode 73, median 83, variant 42, and total score 1230. Students with high emotional intelligence and low adversity intelligence (Type Quitter) taught using Discovery approach lowest score 70 and highest score 87. score range 17, average score (mean) of 78.67 standard deviation 5.60, mode 73, median 80, variant 3 5.95, and a total score of 1180. Students with high emotional intelligence and low adversity intelligence (Type Quitter) who were taught using Discovery approach, obtained the lowest score of 70 and the highest score 87. score range 17, average score (mean) of 85.10 standard deviation 5.99, mode 73, median 80, variant 35.95, and total score 1180. Students with low emotional intelligence and high adversity intelligence (Type Climber) who were taught using Discovery approach, obtained the lowest score 80 and the highest score 97. score range 17, average score of 87.53 standard deviation 5.91, mode 80, median 87, variant 34.98, and total score 1313. Students with low emotional intelligence and high adversity intelligence (Type Climber) were taught using a demonstration approach, obtained the lowest score of 70 and the highest score 87. score range 17, average score (mean) of 79.80 standard deviation 5.07, 80 mode, median 80, Variant 25.74, and total score 1197. Students with low emotional intelligence and low adversity intelligence (Type Quitter) who were taught using Discovery approach, obtained the lowest score of 83 and the highest score 80. score range 17, average score (mean) of 71.13 standard deviation 5.48 , mode 70, median 70, Variant 30.12, and total score 1067. Students who have low emotional intelligence and low adversity intelligence (Type Quitter) taught by using demonstration approach, obtained the lowest score 63 and the highest score 90. score range 17, mean score of 82.66 standard deviation 5.13, mode 83, median 83, variant 28.81, and total score 1240.

Videography learning result score of 60 respondents taught using discovery approach, got lowest score 63 and highest score 100. score range 37, mean score (mean) 85.10 standard deviation 9.84, mode 93, median 87, variant 96.90, and total score 5106. Students taught using a demonstration approach, obtained the lowest score of 70 and the

highest score 90. score range 20, average score (mean) of 80.78 standard deviation 5.83, 83 mode, median 80, variant 34.10, and total score 4847.

### **The Testing Data Analysis Requirement**

#### **1. Data Normality Test**

Data normality test of eight groups of research data using Kolmogorov-Smirnov test and Shapiro-Wilk test. From the results of normality test data obtained the eight groups of research data is normally distributed.

#### **2. Data Homogeneity Test**

Homogeneity test on research data using Bartlett test. From the calculation results obtained price  $\chi$  hitung  $0.267 < \chi$  table 7.815 at the level of significance  $\alpha = 0.05$ , then  $H_0$  Accepted, this means that the variation to four groups of homogeneous experiments.

From the results of the analysis on the Test of Homogeneity of Variances table, obtained  $F = 0.635$ ;  $db1 = 7$ ;  $db2 = 112$ , and  $p\text{-value} = 0.726 > 0.05$  or  $H_0$  is accepted. Thus, the eighth data of the homogeneous group. While ANOVA table obtained  $F = 22,073$  and  $p\text{-value} = 0 < 0,05$  which gives meaning about difference of mean ability significant from eight treatment group.

#### **3. Hypothesis Test**

After the data research done data description, normality test and homogeneity test, the next step is to test hypothesis, hypothesis test done using SPSS program version 23, by using syntax obtained result as follows:

### **Main Effect**

- 1)  $F_o(A) = 17.975$  with  $F_{table} = 3.93$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means that there are differences in learning outcomes of videography, students taught by discovery videography learning approaches with students taught using demonstration learning approaches.
- 2)  $F_o(B) = 27.267$  with  $F_{table} = 3.93$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means that there are differences in learning outcomes of videography, students who have high emotional intelligence with students who have low emotional intelligence.
- 3)  $F_o(C) = 24.277$  with  $F_{table} = 3.93$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means that there are differences in learning outcomes of videography, students with high adversity intelligence (climber type) with students with low adversity intelligence (quitter type).
- 4)  $F_o(C) = 24.277$  with  $F_{table} = 3.93$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means that there are differences in learning outcomes of videography, students with high adversity intelligence (climber type) with students with low adversity intelligence (quitter type).

### ***Interaction Effect***

- 1)  $F_o(AB) = 37.280$  with  $F_{table} = 2.68$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means there is an interaction effect between factor A (learning approach) and factor B (emotional intelligence) on the learning result of videography. This means that learning approaches affect learning outcomes depending on emotional intelligence and vice versa.
- 2)  $F_o(AC) = 22.071$  with  $F_{table} = 2.68$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means that there is an interaction effect between factor A (learning approach) and C factor (adversity intelligence) on the learning result of videography. This means that the learning approach influences the learning result of videography depend on adversity intelligence and vice versa.
- 3)  $F_o(BC) = 2,954$  with  $F_{table} = 2.68$ ,  $F_{count} > F_{table}$  or  $H_0$  received. This means that there is no interaction effect between emotional intelligence and adversity intelligence factor on the learning result of videography.
- 4)  $F_o(ABC) = 22.691$  with  $F_{table} = 2.68$ ,  $F_{count} > F_{table}$  or  $H_0$  is rejected. This means there is an interaction effect between factor A (learning approach), factor B (emotional intelligence), and factor C (adversity intelligence) on the learning result of videography. The influence of learning approach variables, emotional intelligence, and adversity intelligence, and the interaction between the three variables by 58%.

### ***Simple Effect***

Because the hypothesis testing of the interaction effect is significant it must be tested the effect of simple or simple effect. Before the average difference between the treatment groups was tested the difference of the average of the six treatment groups with the application of One Way ANOVA procedure. The hypothesis to be tested is as follows.

$$H_0: \mu_{111} = \mu_{112} = \mu_{121} = \mu_{122} = \mu_{211} = \mu_{212} = \mu_{221} = \mu_{222}$$

$$H_1: \text{not } H_0$$

From the corrected model row in the Test of Between Subjects- Effects table, the price  $F = 4.805,39$ ,  $df_1 = 7$ ;  $df = 112$  and  $F_{table} = 2.68$ ,  $F_{count} > F_{table}$  means  $H_0$  rejected. Thus, there is an average difference between the eight groups.

(See Table Contrast Test on line Assume equal variances)

#### **a) Simple Effect of A**

- The Differential between A1 and A2 on B1C1

$$H_0: \mu_{111} \leq \mu_{211}$$

$$H_1: \mu_{111} > \mu_{211}$$

From the Contrast Test table obtained,  $t_0 = 5,140$ ;  $df = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, the results of videography learning given the Discovery approach are higher than those assigned for demonstration to students with high emotional intelligence and high adversity (Type of Climber).

- The Differential between A1 and A2 on B1C2

$$H_0: \mu_{112} \leq \mu_{212}$$

$$H_1 : \mu_{112} > \mu_{212}$$

From the Contrast Test table obtained,  $t_0 = 5,205$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, the results of videography learning given the Discovery approach are higher than those assigned for demonstration to students with high emotional intelligence and low adversity (Type of Quitter)

- The Differential between A1 and A2 on B2C1

$$H_0: \mu_{121} \leq \mu_{221}$$

$$H_1 : \mu_{121} \leq \mu_{221}$$

From the Contrast Test table obtained,  $t_0 = 5,205$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, the results of videography learning given the Discovery approach are higher than those assigned for demonstration to students with high emotional intelligence and low adversity (Type Quitter).

- The Differential between A1 and A2 on B2C2

$$H_0: \mu_{122} \geq \mu_{222}$$

$$H_1 : \mu_{122} < \mu_{222}$$

From the Contrast Test table obtained,  $t_0 = -5,664$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} < t_{table}$  or  $H_0$  accepted. Thus, the results of videography learning given the Discovery approach are higher than those assigned for demonstration to students with low emotional intelligence and low adversity (Type Quitter).

#### **b) Simple Effect of B**

- The Differential between B1 and B2 on A1C1

$$H_0: \mu_{111} \leq \mu_{121}$$

$$H_1 : \mu_{111} > \mu_{121}$$

From the Contrast Test table obtained,  $t_0 = 2,423$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, there is a difference in videography learning outcomes between high emotional intelligence and low emotional intelligence for students given the Discovery and high adversity approach (Type Climber).

- The Differential between B1 and B2 on A1C2

$$H_0: \mu_{112} \leq \mu_{122}$$

$$H_1 : \mu_{112} > \mu_{122}$$

From the Contrast Test table obtained,  $t_0 = 8,905$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, the results of videography learning with higher emotional intelligence are higher than those that have reduced emotional intelligence for students who are approached with Discovery and low adversity intelligence (Type of Quitter).

- The Differential between B1 and B2 on A2C1

$$H_0: \mu_{211} \leq \mu_{221}$$

$$H_1 : \mu_{211} > \mu_{221}$$

From the Contrast Test table obtained,  $t = 1.080$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$   $H_0$  accepted. Thus, there is no difference in videography learning outcomes between high emotional intelligence than those with reduced emotional intelligence for students with demonstration approach and high adversity intelligence (Type of Climber).

- The Differential between B1 and B2 on A2C2



$$H_0: \mu_{212} \geq \mu_{222}$$

$$H_1: \mu_{212} < \mu_{222}$$

From the Contrast Test table obtained,  $t_0 = -1.964$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} < t_{table}$  or  $H_0$  is rejected. Thus, the learning outcomes of videography that have high emotional intelligence are higher than those with reduced emotional intelligence for students who are given low demonstration and adversity approaches (Type Quitter.)

### c) Simple Effect of C

- The Differential between C1 and C2 on A1B1

$$H_0: \mu_{111} \leq \mu_{112}$$

$$H_1: \mu_{111} > \mu_{112}$$

From the Contrast Test table obtained,  $t_0 = 1,571$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  received. Thus, there is no difference in the results of high videography learning (Type Climber) and low adversity for students who are given the Discovery approach and have high emotional intelligence.

- The Differential between C1 and C2 on A1B2

$$H_0: \mu_{121} \leq \mu_{122}$$

$$H_1: \mu_{121} > \mu_{122}$$

- From the Contrast Test table obtained,  $t_0 = 8,054$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, the results of videography learning are high adversity and low adversity for students who are given the Discovery approach and have low emotional intelligence.
- The Differential between C1 and C2 on A2B1

$$H_0: \mu_{211} \leq \mu_{212}$$

$$H_1: \mu_{211} > \mu_{212}$$

From the Contrast Test table obtained,  $t_0 = 1,571$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  received. Thus, there is no difference in the results of high videography learning between high adversity (Type Climber) and low adversity (Type Quitter) for students who are given a demonstration approach and have high emotional intelligence.

- The Differential Between C1 and C2 on A2B2

$$H_0: \mu_{221} \leq \mu_{222}$$

$$H_1: \mu_{221} < \mu_{222}$$

From the Contrast Test table obtained,  $t_0 = 8,054$ ;  $db = 112$ ;  $t_{table} = 0,0126$ ,  $t_{count} > t_{table}$  or  $H_0$  is rejected. Thus, the results of high videographic adverse learning (Type Climber) and low adversity (Type Quitter) for students who are given the Discovery approach and have low emotional intelligence.

### Interpretation :

We can form a regression model and the equation of the regression function directly from the Parameter Estimates table, as follows.

**Model of regressi:**  $Y = \beta_0 + \beta_1 [A=1] + \beta_2 [B=2] + \beta_3 [C=1] + \beta_4 [A=1][B=1] + \beta_5 [A=1][C=1] + \beta_6 [B=1][C=1] + \beta_7 [A=1][B=1][C=1] + \varepsilon$ .

**Function of regression:**  $Y = 82,667 - 4,00[A=1] - 4,00[B=1] - 2,867[C=1] + 22,133[A=1][B=1] + 19,267[A=1][C=1] + 6,200[B=1][C=1] - 19,400[A=1][B=1][C=1]$ .

1. 1.  $F(oA)$  calculate  $> F_{table}$  or  $H_o$  in decline. With  $F(oA)$  calculate  $11,027 > F_{table}$  4.01 at significant level  $\alpha = 0,05$ ;  $F_{table}$  7.11 at significant level  $\alpha = 0.01$ . Thus there are differences in average learning outcomes of sharia insurance between students who are taught with learning approaches Discovery and Demonstration. this shows that the learning approach has a very significant effect on the learning outcomes of videography of students who are taught using Discovery learning approach is higher than the score of learning outcomes of videography of students taught by using learning approaches Demonstration. Thus the first hypothesis in this study is acceptable. To know the difference in learning outcomes is very significant between the groups of students who were taught by using the approach of learning Discovery with groups of students who were taught using the approach of learning of Demonstration
2.  $F(oAB)$  calculate  $> F_{table}$  or  $H_o$  is rejected. With  $F(OAB)$  count  $50.141 > F_{table}$  4.01 at a significant level  $\alpha = 0.05$ ;  $F_{table}$  7.11 at significant level  $\alpha = 0.01$ . means there is a very significant interaction effect between factor A (learning approach) and factor B (Emotional Intelligence) or the influence of learning methods on learning outcomes depends on emotional intelligence. This shows there is a significant difference interaction due to the learning approach and emotional intelligence of the students against student videography learning outcomes overall. Thus the second hypothesis of this study is acceptable.  
Because there are interaction and differences between intergroup learning results, then tested advanced hypothesis by using t-Dunnet test.
3. From the results of further tests using t-Dunnet test obtained  $t_{count} = 7.355 > t_{table} = 2.003$  then  $H_o$  rejected. Thus the learning result of videography of the students group taught by Discovery learning approach is higher than the group of students who are taught by Demonstration learning approach in the group of students who have high emotional intelligence. So the third hypothesis in this study is acceptable.
4. The results of further tests using t-dunnet test obtained  $t_{count} = -2.659 < t_{table} = 0.063$  then  $H_o$  accepted. Thus the lesson of the group of students taught by the Discovery learning approach in the group of students who have low emotional intelligence. So the fourth hypothesis in this study is acceptable.

### **Interpretation of Research Result**

To be able to understand the meaning of the results of the research thoroughly, then the results of the analysis of research data above can be interpreted as follows:

1. There is influence of learning approach to learning result of videography. This can be seen from the value of  $F_o(A)$  with  $F_{count}$  greater than  $F_{table}$ . Thus the first working hypothesis of this study is acceptable and verifiable.

2. There is an effect of emotional intelligence on the results of learning videography. This can be seen from the value of  $F_o(B)$  with  $F_{count}$  greater than  $F_{table}$ . Thus the second working hypothesis of this study is acceptable and verifiable.
3. There is an effect of emotional intelligence on the results of learning videography. This can be seen from the value of  $F_o(B)$  with  $F_{count}$  greater than  $F_{table}$ . Thus the second working hypothesis of this study is acceptable and verifiable.
4. There is an interaction effect between factor A (learning approach) and factor B (emotional intelligence) on the learning result of videography. This means that learning approaches affect learning outcomes depending on emotional intelligence and vice versa. This can be seen from the value of  $F_o(AB)$  with  $F_{calculate}$  greater than  $F_{table}$ . Thus the fourth working hypothesis of this study can be accepted and tested its truth.
5. There is an interaction effect between factor A (learning approach) and factor C (adversity intelligence) on the learning result of videography. This means that learning approaches affect the learning outcomes of videography depend on adversity intelligence and vice versa. This can be seen from the value of  $F_o(AC)$  with  $F_{calculate}$  greater than  $F_{table}$ . Thus the fifth working hypothesis of this study can be accepted and tested its truth.
6. There is no interaction effect between emotional intelligence and adversity intelligence factor on the learning result of videography. This can be seen from the value of  $F_o(BC)$  with  $F_{count}$  smaller than  $F_{table}$ . Thus the sixth working hypothesis of this study is unacceptable and untested.
7. There is an interaction effect between factor A (learning approach), factor B (emotional intelligence), and factor C (adversity intelligence) on the learning result of videography. The influence of learning approach variables, emotional intelligence, and adversity intelligence, and the interaction between the three variables by 58%. This can be seen from the value of  $F_o(ABC)$  with  $F_{count}$  greater than  $F_{table}$ . Thus the seventh working hypothesis of this study is acceptable and verifiable.
8. The results of videography learning given the Discovery learning approach are higher than those given a demonstration approach for students with high emotional intelligence and high adversity (Type Climber). It can be seen from table of Contrast Test on differentiation of A1 and A2 on B1C1 obtained,  $t_0$  value with  $t_{count}$  is bigger than  $t_{table}$ , thus the eighth working hypothesis of this research is acceptable and tested its truth.
9. The learning outcomes of the videography studied by Discovery are higher than those given demonstration learning approaches for students with high emotional intelligence and low adversity (Type Quitter). It can be seen from table of Contrast Test on differentiation of A1 and A2 on B1C2 obtained value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the ninth working hypothesis of this research is acceptable and tested its truth

10. The results of videography learning given the Discovery approach are higher than those given a demonstration approach for students with low emotional intelligence and high adversity (Type Climber). It can be seen from Contrast Test table on differentiation A1 and A2 on B2C1 obtained value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the tenth working hypothesis of this research is acceptable and verifiable.
11. The results of videography learning given the Discovery approach are higher than those given a demonstration approach for students with low emotional intelligence and low adversity (Type Quitter). It can be seen from the Contrast Test table on differentiation A1 and A2 on B2C2 obtained the value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the eleventh working hypothesis of this research can be accepted and tested its truth.
12. The results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students given the Discovery approach and high adversity intelligence (Type Climber). It can be seen from the Contrast Test table on differentiation between B1 and B2 on A1C1 obtained the value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , hence the twelve working hypothesis from this research is acceptable and tested its truth.
13. The results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students given Discovery approach and low adversity intelligence (Type Quitter). This can be seen from the Contrast Test table on differentiation between B1 and B2 on A1C2. The value of  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thereby the thirteenth working hypothesis of this research is acceptable and verifiable.
14. There is no difference in videography learning outcomes of students who have high emotional intelligence with students who have emotional intelligence low for students who are given demonstration approach and high adversity intelligence (Type Climber). It can be seen from the Contrast Test table on differentiation between B1 and B2 on A2C1 obtained the value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the fourteenth working hypothesis of this research is unacceptable because it is not supported by empirical data.
15. The results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students who were given a demonstration approach and low adversity intelligence (Type Quitter). It can be seen from Contrast Test table on differentiation of B1 and B2 on A2C2 obtained  $t_0$  value with  $t_{count}$  is bigger than  $t_{table}$ , thus the fifteenth working hypothesis of this research is acceptable and tested its truth.
16. There is no difference in videography learning outcomes of students who have high adversity intelligence with students who have low adversity intelligence for students who are given Discovery approach and high emotional intelligence. This can be seen from the Contrast Test table on the differentiation of C1 and C2 on A1B1 obtained the value  $t_0$  with  $t_{count}$  is greater than  $t_{table}$ , thus the seventeenth

working hypothesis of this study is unacceptable because it is not supported by empirical data.

17. The results of videography learning of students with high adversity intelligence (Type Climber) were higher than those with low adversity intelligence (Type Quitter) for students who were given the Discovery approach and had low emotional intelligence. This can be seen from the Contrast Test table on the differentiation of C1 and C2 on A1B2 obtained the value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the seventeenth working hypothesis of this research can be accepted and tested its truth.
18. There is no difference in the result of videography learning of students who have high adversity intelligence with students who have low adversity intelligence for students who are given demonstration approach and high emotional intelligence. It can be seen from the Contrast Test table on the differentiation of C1 and C2 on A2B1 obtained the value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the eighteenth working hypothesis of this research is unacceptable because it is not tested in the truth.
19. There is no difference in the result of videography learning of students who have high adversity intelligence with students who have low adversity intelligence for students who are given demonstration approach and high emotional intelligence. It can be seen from the Contrast Test table on the differentiation of C1 and C2 on A2B1 obtained the value  $t_0$  with  $t_{count}$  is bigger than  $t_{table}$ , thus the eighteenth working hypothesis of this research is unacceptable because it is not tested in the truth.

## DISCUSSION

From the results of hypothesis testing research, showed that from twenty hypotheses from this study, as many as sixteen hypotheses acceptable and tested the truth while as many as four hypotheses are unacceptable and not supported by empirical data.

1. The first hypothesis of this study, there is the influence of learning approaches to the results of learning videography.

The result of research reveal that there is influence of learning approach to videography learning result, it is in line with study to approach of learning, hence approach of learning is first step forming an idea in looking at a problem or object of study. Related with Oemar Hamalik (1991: 5), said the learning approach is the whole procedure taken by teachers and students that allow or provide opportunities for students to do learning activities in order to achieve certain goals.

2. The second hypothesis of this study, there is the effect of emotional intelligence on the results of learning videography.

The results reveal that there is an effect of emotional intelligence on the learning outcomes of videography. This is consistent with the opinion that students with high emotional intelligence have the ability to control and manage their emotions better in the learning process, they have a high awareness, able to control

themselves, able to motivate themselves, have empathy or attention to the lesson, and be able to place themselves in the classroom as good students. In learning, students who have high emotional intelligence tend to be active and have a high curiosity about the lessons given by the teacher. So the tasks given by the teacher can be done well. This is similar to that expressed by Goleman (1995: 214), that emotional intelligence is a person's ability to manage his emotional life with intelligence (to manage our emotional life with intelligence); maintain the emotional appropriateness of emotion and its expression through self-awareness, self-motivation, empathy, and social skills. If the individual has a high emotional intelligence, it will give birth to high social sensitivity, and have the ability to adjust in all forms of conditions.

3. The third hypothesis of this study, There is the influence of adversity intelligence on the results of learning videography.

The results of this study reveal that there is influence of adversity intelligence on the learning result of videography. The result of this research is in accordance with the subject that adversity intelligence (AQ) owned by someone can strengthen the effectiveness of individual to be a tough and tenacious with full awareness and high responsibility and able to master everything situations and difficulties in various situations. Related with Ibrahim (2012: 183) Adversity intelligence comes from the notion of Adversity Quotient (AQ) is absorbed into the Indonesian language into adversity which means difficulties. According to Paul Stoltz in Ronnie's book, Adversity Quotient in the world of education will enable students to have and develop endurance and tenacity in terms of conveying meaningful and purposeful knowledge.

4. Fourth hypothesis of this study, there is the influence of interaction between factor A (learning approach) and factor B (emotional intelligence) to the learning result of videography.

The results revealed that there was an interaction effect between factor A (learning approach) and factor B (emotional intelligence) on the learning result of videography. This means that learning approaches affect learning outcomes depending on emotional intelligence and vice versa. The ability of a person to master a challenging situation that can usually lead to tension and anxiety and the ability to monitor the feelings and emotions of yourself and others, sorting between emerging emotions, and using this information to guide one's thoughts and actions, and the number of psycho-physiological disorders arising from stress and emotion. Normal anxiety will lead to a boost for achievement, but anxiety situations can overcome inhibitory performance. Related with Gardner with his book known as "Frames of Mind" and Goleman as quoted in the Journal of Misykat (2012: 183) argued that emotional intelligence consists of two domains: personal ability, known as intrapersonal intelligence (Gardner's intrapersonal intelligence) and social competence, known as interpersonal intelligence.

5. The fifth hypothesis of this study, there is the effect of interaction between factor A (learning approach) and C factor (adversity intelligence) to the learning result of videography.

The result of research reveal that there is influence of interaction between A factor (learning approach) and C factor (adversity intelligence) to result of learning of videography. It means that the learning approach influences the learning result of videography depend on adversity intelligence and vice versa. Adversity Quotient (Adversity Quotient) is an important role in supporting one's success. According to Paul in Ronnie (2006), the intelligence of barriers can be transformed into opportunities, because this intelligence is the determinant of how far one can survive in the face and overcome difficulties.

6. The sixth hypothesis of this study, there is the effect of interaction between emotional intelligence and adversity intelligence factors on the results of learning videography. The results revealed that there was no interaction effect between emotional intelligence and adversity intelligence factor on videography learning result. This is contrary to the opinion of a person's life having different talents and characteristics compared to one another. God has endowed extraordinary intelligence, special talents, a strong body, a loving family, and a strong society or environment, and unlimited resources, so that people have the disadvantages and advantages of achievement for each individual to achieve success. Mayer in Harry's book (2001: 33) defines emotional intelligence as a group of mental abilities that helps you recognize and understand your feelings and the feelings of others, leading to the ability to manage your feelings. There are two sides of emotional intelligence that requires your intelligence to understand emotions, and requires your emotional mind to add creativity and intuition to your logical mind.
7. The seventh hypothesis of this study, there is the influence of interaction between factor A (learning approach), factor B (emotional intelligence), and C factor (adversity intelligence) on the learning result of videography. The result of research reveal that there is influence of interaction between factor A (learning approach), factor B (emotional intelligence), and C factor (adversity intelligence) to result of videography learning. This is in accordance with the opinion about the application of the learning approach is part of the learning model undertaken by teachers to achieve the learning objectives for optimal results. Selection of learning approach, very determine the level of success of students in learning, because if there is a selection of the wrong learning approach by the teacher will cause students can not understand the subject matter given by the teacher, do not even understand at all. Miarso (1989: 114), in more detail suggests that the learning approach is a comprehensive approach in a learning system in the form of general guidelines within the framework of activities to achieve the general objectives of learning that are elaborated from specific learning theories.
8. The eighth hypothesis of this study, the results of learning videography that was given the Discovery approach is higher than that given the method of

demonstration for students who have high emotional intelligence and high adversity (Type Climber).

The results of the study revealed that the results of learning videography that was given the Discovery approach was higher than that given the demonstration method for students who have high emotional intelligence and high adversity (Type Climber). This corresponds to the opinion of students who have high emotional intelligence and high adversity intelligence (climber type ), has the ability to work. Sudjana and Arifin (1997: 67), stated that discovery approach is approach in teaching. The approach is based on the view that students as subjects and objects in teaching, has the basic ability to develop optimally in accordance with the ability it has.

9. The nine hypothesis of this study, The results of learning videography that was given Discovery approach is higher than that given a demonstration approach for students who have high emotional intelligence and low adversity (Type Quitter).

The results of the study revealed that the results of videography learning given the Discovery approach were higher than those given a demonstration approach for students with high emotional intelligence and low adversity (Type Quitter). It was agreed that students with high emotional intelligence and quitter type adversity intelligence had ability to work. In the learning process they have a high awareness, self-control, self-motivation, empathy or attention to the subject, and are able to place themselves in the classroom as good students. Emotion is a state of feeling that has a lot to do with behavior. Usually emotions are a reaction to the stimuli from the outside and within the individual. Prawitasari (1995: 83) Emotions are related to physiological changes and thoughts. So emotion is an important aspect in human life.

10. The tenth hypothesis of this study, Discovery videography learning results are higher than those given a demonstration approach for students with low emotional intelligence and high adversity (Type of Climber).

The results of the study revealed that the results of videography learning that was given the Discovery approach was higher than that given the demonstration approach for students with low emotional intelligence and high adversity (Type of Climber). This corresponds to the opinions of low emotional intelligence and clerical adversity of individual student climber types, can cause problems in the learning process, especially against the students themselves. Moh. Amin (1989: 22) explained that discovery teaching should include learning experiences to ensure students can develop discovery processes.

11. The eleventh hypothesis of this study, Discovery learning outcomes were higher than those given a demonstration method for students with low emotional intelligence and low adversity (Type of Quitter).

The results of the study revealed that the results of videography learning that was given the Discovery approach was higher than that given the method of demonstration for students who have low emotional intelligence and low adversity



(Type Quitter). This corresponds to the low opinion of emotional intelligence and students' adversity (quitter type) intelligence individual, can cause problems in the learning process, especially against the students themselves. Iskandar (2010: 32) The approach of discovery learning or also called inductive approach begins with giving various cases, facts, examples or causes that reflect a concept or principle. Then, students are guided to strive to synthesize, discover or infer the basic principles of the lesson.

12. The twelve hypothesis of this study, the results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students who were given the Discovery approach and high adversity intelligence (Type of Climber).

The results revealed that the results of videography learning with higher emotional intelligence were higher than those with low emotional intelligence for students who were given Discovery approach and high adversity intelligence (Type of Climber). Epstein, as mentioned by Achir (1988: 2), states that emotional intelligence is the ability of a person to master a challenging situation that can usually cause tension and anxiety. When a person has intelligence on the dimension of emotional life, he or she will be able to successfully control his reaction or behavior in such a way that it is not affected by failure.

13. The thirteenth hypothesis of this study, the results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students who were approached by Discovery and low adversity intelligence (Type of Quitter).

The results revealed that the results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students who were approached with Discovery and low adversity intelligence (Type of Quitter). Related with Awater (1993: 92), verbal expression is important in emotional control. Through a healthy verbal expression, the individual becomes more clear of the emotions he experiences and is more able to control them.

14. Fourth Hypothesis of this study, there is a difference in videography learning outcomes of students who have higher emotional intelligence higher than students who have low emotional intelligence for students who are given demonstration approach and high adversity intelligence (Type of Climber).

The results revealed that there was no difference in the results of videography learning of students who had high emotional intelligence with students who had emotional intelligence low for students who were given demonstration approach and high adversity intelligence (Type of Climber). According to Paul Stoltz in Ronnie's book (2006: 215), Adversity Quotient in the world of education will enable students to have and develop endurance and tenacity in terms of conveying meaningful and purposeful knowledge.

15. The fifteenth hypothesis of this study, The results of videography learning with higher emotional intelligence were higher than those with low emotional

intelligence for students who were given a demonstration approach and low adversity intelligence (Type of Quitter).

The results revealed that the results of videography learning with higher emotional intelligence were higher than those with reduced emotional intelligence for students who were given demonstration approach and low adversity intelligence (Type of Quitter). Adversity Quotient (Adversity Quotient) is an important role in supporting one's success. According to Paul in Ronnie (2006: 191), the intelligence of barriers can be transformed into opportunities, because this intelligence is the determinant of how far one can survive in the face and overcome difficulties.

16. The sixteenth hypothesis of this study, there is a difference in videography learning outcomes of students who have higher adversity intelligence (climber type) higher than students who have quitter intelligence (quitter type) for students who are given Discovery approach and high emotional intelligence. The results revealed that there was no difference in the results of videography learning of students who had high adversity intelligence with students who had a low adversity intelligence for students who were given Discovery approach and high emotional intelligence. Briggs (1979: 149) Learning outcomes or better known as Learning Out Comes is all the skills and results achieved through the process of teaching and learning in schools expressed with the figures or values that are measured by the test results of learning.

17. The seventh hypothesis of this study, the results of videography learning of students with high adversity intelligence (Type climber) is higher than students who have low adversity intelligence (Type quitter) for students who are given Discovery approach and have low emotional intelligence.

The results revealed that the results of videography learning of students with high adversity intelligence (Type Climber) were higher than those with low adversity intelligence (Type Quitter) for students who were given the Discovery approach and had low emotional intelligence. Winkel (1987: 318) Assessment of educators on the learning process of student learning outcomes is named with learning achievement. Assessment is the assessment conducted to determine how far the learning process and student learning outcomes have been in accordance with instructional objectives that have been set, either by content aspects, as well as behavioral aspects.

18. The eighteenth hypothesis of this study, there is no difference in videography learning outcomes of students who have high adversity intelligence with students who have low adversity intelligence for students who are given demonstration approach and high emotional intelligence.

The results revealed that there was no difference in videography learning outcomes of students who had high adversity intelligence with students who had a low adversity intelligence for students who were given demonstration approach and high emotional intelligence. Bloom (1981: 7) defines learning outcomes as a result

of behavioral changes that include 3 (three) domains of the Cognitive Sphere, Affective Sphere and Psychomotoric Sphere.

19. The nineteenth hypothesis of this study, the results of videography learning of students with high adversity intelligence (Type Climber) were higher than those with low adversity intelligence (Type of Quitter) for students who were demonstrated and had low emotional intelligence.

The results revealed that students with high adversity (Type of Quitter) videography learning outcomes were higher than students with low adversity (Type of Quitter) for students who were given demonstration approaches and had low emotional intelligence. Related with Anita (1993: 197) the learning achievement of students is influenced by 2 (two) main factors that are factors from within the individual (internal), and factors that come from outside the student self (external). Internal factors include (1) physical (physiological) factors, innate from physical birth, (2) psychological factors consisting of (a) intellectual factors including potential factors of intelligence and talent, as well as real-life factors of cognitive ability which has been owned, (b) non-intellectual factors, ie certain personality elements already possessed such as attitudes, habits, interests, needs, motivations, and emotions. For external factors include social factors (family, school, community), culture (customs, science), environment (residence, place of learning, and spiritual).

## **CONCLUSION**

This research is an experimental research conducted at Vocational High School of Nationality, South Tangerang. The purpose of this study is to determine the effectiveness of the use of the Discovery learning approach with the use of Demonstration learning approaches to Videography learning, which can be seen through the comparison of student videography learning scores that have high emotional intelligence and climber type adversity intelligence with scores of student learning outcomes that have low emotional intelligence and quitter type adversity intelligence. This research uses 2x2x2 factorial design. A tentative answer to the nineteen research problems was formulated in nineteen research hypotheses.

After the research data obtained by using measuring instruments prepared by researchers, then conducted data analysis quantitatively, this is done to answer the problem through testing of the research hypothesis. From the results of hypothesis testing, it can be concluded as follows:

1. Student videography learning outcomes are taught with discovery learning approaches higher than those taught by demonstration learning approaches
2. The results of videography students who have high emotional intelligence higher than students who have low emotional intelligence
3. Videography learning outcomes of students who have high adversity intelligence (climber type) is higher than the students who have low adversity intelligence (quitter type).
4. There is interaction influence of learning approach and emotional intelligence to result of learning of videography

5. There is an interaction effect of learning approach and adversity intelligence to learning result of videography
6. There is an effect of emotional intelligence interaction and adversity intelligence on learning outcomes of videography
7. There is interaction influence of learning approach, emotional intelligence and adversity intelligence to result of learning of videography
8. Students' videography learning outcomes taught using discovery learning approaches are higher than students taught by using demonstration learning approaches in students with high emotional intelligence and high adversity intelligence (climber type)
9. Students' videography learning outcomes taught using discovery learning approaches are higher than students taught by using demonstration learning approaches in students with high emotional intelligence and low adversity intelligence (type quitter)
10. Students' videography learning outcomes taught using discovery learning approaches were higher than those taught by using demonstration learning approaches in students with low emotional intelligence and high adversity intelligence (climber type)
11. Students' videography learning outcomes taught using discovery learning approaches were higher than students taught by using demonstration learning approaches in students with low emotional intelligence and low adversity intelligence (type quitter)
12. The results of videography learning of students with higher emotional intelligence were higher than those with low emotional intelligence in students who were given discovery and high adversity learning approaches (climber type)
13. The results of videography learning of students with high emotional intelligence were higher than those with low emotional intelligence on students who were given a discovery learning approach and had low adversity intelligence (type quitter)
14. The results of videography learning of students with higher emotional intelligence were higher than those with low emotional intelligence in students who were given a demonstration learning approach and had high adversity intelligence (climber type)
15. Videography learning outcomes of students with higher emotional intelligence were higher than those with low emotional intelligence in students who were given demonstration learning approaches and had high adversity intelligence (climber type)
16. The results of videography learning of students with high adversity intelligence (climber type) were higher than those with low adversity intelligence (type quitter) in students who were given discovery learning approach and had high emotional intelligence

17. The results of videography learning of students with high adversity intelligence (climber type) were higher than those with low adversity intelligence (quitter type) in students who were given a discovery learning approach and had low emotional intelligence
18. The results of videography learning of students with high adversity intelligence (climber type) were higher than students with low adversity intelligence (quitter type) in students who were given a demonstration learning approach and had high emotional intelligence
19. Student videography learning outcomes with high adversity intelligence (climber type) were higher than students with low adversity intelligence (quitter type) in students who were given a demonstration learning approach and had high emotional intelligence.

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